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ABSTRACT

This study of multimedia political education in West Germany deals specifically with a South-West German Broadcasting Company's educational television project in the social studies. The dual purpose of the study was to assess the rationale behind the TV series and to present an overview of the structure and function of units which have been presented since the program's inception in 1968. As a background, the author describes the didactic structure of the project, the teacher's and student's manuals, the personal teaching medium, the developmental planning of the project, the characteristic features of the social studies project in general, and the specific objectives of the political education unit. The author identifies three conceptual categories which were of major concern to the curriculum developers: first, existential concepts; second, political dialectic concepts; and third, value concepts. The 25 units produced in 1974-75 are divided into categories of roles and group behavior, membership in social groups, membership in political groups, socioeconomic behavior, and political behavior of groups. References are included. (Author/DB)

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SOCIAL STUDIES: A MULTI-MEDIA STUDY PROJECT IN THE EDUCATIONAL SECTION OF WEST GERMANY'S SOUTH-WEST BROADCASTING COMPANY

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Inquiries should be addressed to the Institute of German Studies or to the Bundeszentrale für politische Bildung.

Social Studies: A Multi-Media Study Project in the Educational Section of West Germany's South-West Broadcasting Company

Karlheinz Rebel

1. Criteria for the Choice of Social Studies as a Subject

Since 1968 the ministries of education of three German Länder (Baden-Württemberg, Rhineland-Palatinate, and Saarland) and their three broadcasting companies (South German, South-West German, and Saarland Broadcasting Companies) have been working together on a multi-media project in Social Studies for the educational broadcasting service. The German Institute for Distance Studies (DIFF) affiliated with the University of Tübingen acted in an advisory capacity. In the 1973-74 school year this series was broadcast for the fourth time. A preliminary test phase consisting of 12 experimental study units (television programs with accompanying written materials) ran from September to December 1970. Since the results were on the whole positive, this was followed by a second phase in which the whole series of 25 programs was broadcast in the 1971-72 school year and then, after a complete revision of both the radio and TV programs and the accompanying written material so as to bring them up-to-date, by a third series of broadcasts in the 1972-73 school year. For the fourth repeat in the 1973-74 school year six programs were newly produced and partial improvements were made to several others. From 1970 until 1974 a total of 4,846 classes with 147,941 pupils took part in this project. The question is this: Is the considerable investment in effort and money justified for a social studies project? Is it justified to offer five thousand teachers and almost 148,000 pupils in this particular field a project which makes use of a variety of didactic and academic techniques?

All studies made so far--and not only in the Federal Republic of Germany--have judged the achievements and effectiveness of social studies teaching to be rather poor, even though those negative results should certainly be interpreted with more discrimination than has been the case in the relevant literature to date, and although a trend towards improvement of the situation is unmistakable. However, the following hypotheses have not yet been disproved:

1. "that the attitudes of young people mirror those of the adult population and of society as a whole,"
2. "that the impact of the school on political attitudes is weaker than out-of-school influences,"
3. "and that the school is obviously to be judged primarily as a cultural institution which conforms to social norms, and less as a centre of education and learning which could anticipate changes in society".(1)

These hypotheses must be seen together with the realization that the school does not have the exclusive right to political education, but that, without political education, general education is no longer conceivable.(2) Family, school, university, and further education are closely interdependent and the interaction between them determines whether emancipation or conformity is the result of political teaching.

From this point of view social studies in the school are immensely important, despite the above-mentioned restrictions.(3) This is also the assumption of the public at large, as can be seen from the unusually intensive discussion--not confined to the experts--of new curricula for this subject. This widespread interest is also shown in the attempts to eliminate the deficiencies of social studies teaching by encouraging--based on educational objectives--self-determination, participation, and readiness to take political action; by teaching the facts and skills necessary to achieve these objectives; and by using new techniques including increased application of the audio-visual media.

A particularly difficult problem in this particular subject is that social studies teaching should not be a matter of bringing the social sciences (politics, sociology, economics, law) into the school in a watered-down form; rather, it should enable teachers and pupils to act rationally vis-a-vis complex contemporary social phenomena, to identify them as problems which can be solved at least partially, and to have at their disposal adequate analytical techniques with which to work out political positions with regard to these problems. This can certainly not be achieved merely by using cognitive objectives which tend to exclude the affective and psychomotoric domains; rather, rational and critical behavior itself presupposes a knowledge of at least the major categories in the disciplines mentioned and of certain academic methods, e.g. readiness to criticize or instruction in critical methods (without which factual knowledge only too easily turns into emotional dogma). This situation seems to demand of teachers and pupils alike the practice of a method of studying and thinking which integrates the various disciplines.

The approach which uses social phenomena, thereby integrating those disciplines needed to analyze these phenomena, has become no more than a didactic model which is not taken into account in teacher training, nor is it sufficiently well-known among practicing teachers. In addition, most of the available teaching material is unsatisfactory because it uses subject categories as a basis, accepting unquestioningly the traditional subject limits, ignoring the interests and needs of the pupils, and often adopting an historicist viewpoint which merely appeals to the cognitive faculties of the pupils.

In no other field of study is there such a discrepancy between accepted aims and the results of empirical research. Recent studies have shown pupils to be more knowledgeable than was previously the case, with a slight trend towards improvement, although even this improvement seems out of proportion in view of the effort and time invested in

social studies teaching. But the pupils often cannot integrate their knowledge accumulated from the various disciplines; they know quite unnecessary details and are not in a position to apply their knowledge to different phenomena and events, or to be critical towards what is happening around them or to them; on the contrary, such knowledge rather encourages prejudice.(5)

Social studies education does not seem to cause any major change in pupils' attitudes. Indeed, the approach to these attitudes and therefore the key to their being changed seems to be in an entirely different sphere, a sphere in which the institutionalized educational process has no influence--or at least has only a reinforcing and by no means a predictable effect.(6)

It is a cause for concern that a thorough analysis of the available empirical studies can give the impression that attitudes developed outside the school, particularly those of younger pupils, have shown a tendency in recent years--not only in the Federal Republic--towards increased radicalism, intolerance, and emotional prejudice. Those attitudes have been reinforced rather than diminished by social studies teaching, although at least a superficial declaration of belief in democracy has been made part of this approach.(7)

This is diametrically opposed to the efforts to achieve a gradual democratization of society by means of a greater democratization of the school--both intended to build up emancipatory, democratic patterns in the individual and in society as a whole.

It was mainly because of those problems that the responsible ministries and reformers chose social studies as the target of curriculum development. Other contributory factors were certain qualitative deficiencies in teacher training courses as well as a lack in competence necessary in the academic disciplines concerned and in subject-specific didactics.

2. The Didactic Structure of the Educational Television Project in Social Studies

The various teaching functions necessary to the achievement of the objectives are divided among the available media as follows:

2.1. Educational TV programs are intended to facilitate

1. stronger motivation of the pupil by making full use of the dramatic and technical possibilities of TV (particularly visualization, structuring by use of cartoon film inserts, documentary elements, etc.) and by exploiting the novelty effect of educational TV for the pupil;
2. a pacemaking function for teacher and pupil;
3. an introduction to exemplary phenomena (problem areas) in our society, using phenomena which are not too complex and which belong to the everyday experience of the pupils (a TV program cannot give a detailed treatment of the problem in question);
4. an introduction to one or a few possible solutions to the problems in question (by no means should a detailed treatment or even a complete presentation of a possible solution be attempted by the TV program);

5. the visual and verbal encoding of the content (stimuli) from which increased efficiency is to be expected (multisensory effect);
6. a presentation of learning stimuli which the teacher can then take up in the face-to-face session following the TV presentation.

Each weekly program is 20-25 minutes long. In the series of media used the TV programs come first.

2.2. Educational radio programs (not used after the 1973-74 school year) are intended to bring about the following:

1. supplementation of the audio-visual medium by a purely auditive medium (intensification of the multisensory effect);
2. consideration of current affairs by providing programs on special topical problems (especially important in social studies);
3. redundancy of teaching materials through the use of radio.

There were five radio programs, each 20 minutes long. They were conceived as enrichment and were therefore not integrated in the multi-media system. Difficulties in coordinating program planning as well as lack of interest from teachers and pupils was given as a reason for dropping the radio programs. It was also feared that the teacher's individual pedagogic freedom would be too much limited by an excessive offer of prestructured learning materials.

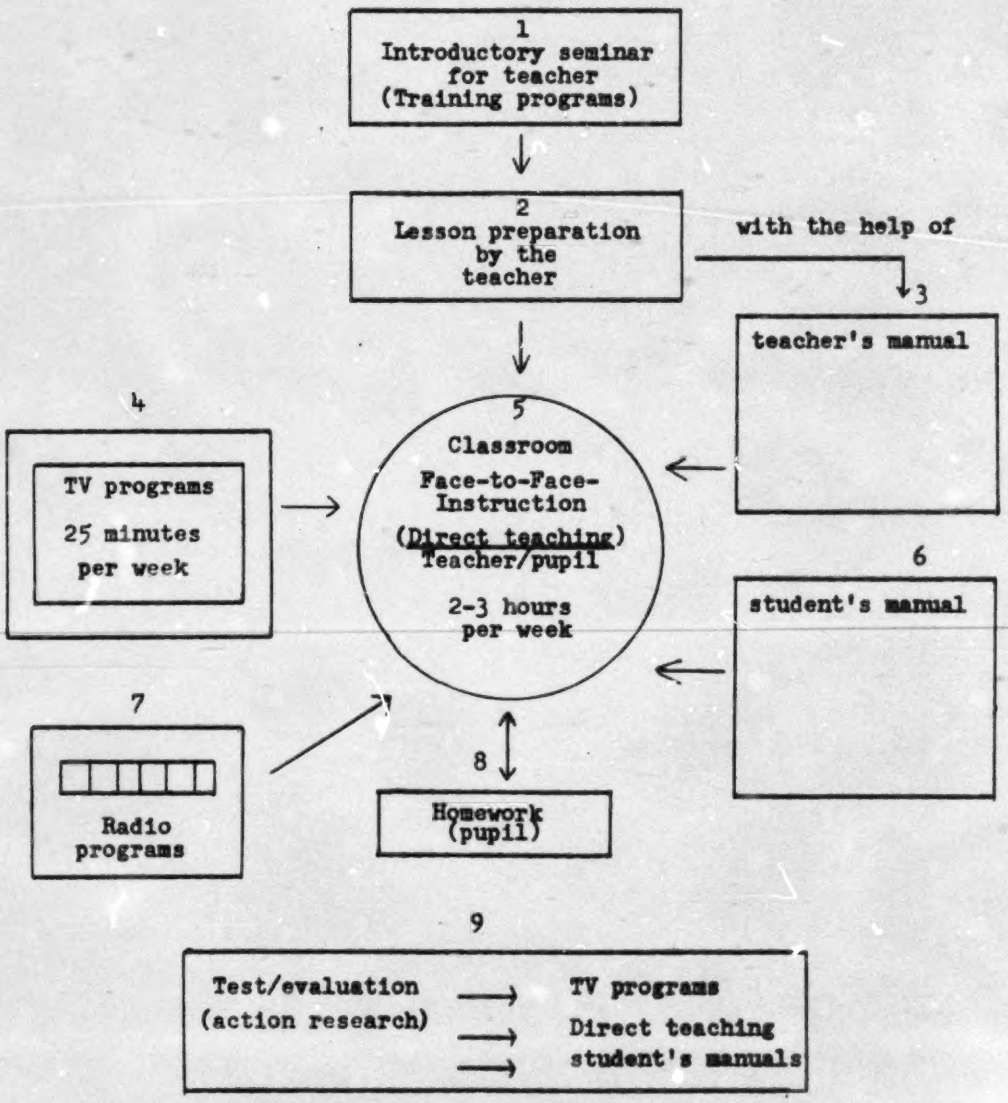
2.3. The medium of printed materials (teacher's and student's manuals) has the following teaching functions:

1. presentation of basic information (key terms or concepts, explanation of foreign words or technical terms and important texts);
2. counterbalance to the transitory character of the media--television and radio;
3. working instructions (e.g. stressing important features, selected bibliographies, etc.) and a variety of study-tasks (response demands which must be large enough in number for the teacher to allow a choice at his own discretion);
4. suggestions for differentiation because of the heterogeneous nature of the addressees (different school grades and types of school);
5. facilitation of teacher's preparation by presentation of redundant material from which he can choose parts according to the special needs of his pupils;
6. offering surveys of larger sections of subject matter content, thus making orientation for the learners easier (overviews);
7. more detailed treatment of problems and solutions using selected examples;
8. for the teacher: further materials, bibliographies, methodological reflections, suggestions on didactics and methods.

2.4. The personal teaching medium (conventional classroom teaching and group work under the responsibility of the teacher, 2-3 hours per week) has the following purposes:

1. guiding function (the responsibility for the individual class remains entirely with the teacher);
2. taking up the learning stimuli from the TV and radio programs and student's manuals; more detailed treatment of these;
3. activation of the pupil (stimulation and guidance of discussions, group-work, etc.);
4. possibilities for differentiation;
5. feedback, clearing up of difficulties;
6. opportunity for social learning phases and particularly the exploitation of group dynamics in the class;
7. practicing and reinforcing of what has been learned;
8. evaluation (in conjunction with the tests and the accompanying action research).

Experimental Educational TV Project in Social Studies



3. The Conceptual and Didactic Framework of the Social Studies Project

3.1. The Developmental Planning of the Project

In 1968 a central project group was formed in which subject-experts, pedagogues, media-experts, and psychologists were represented. Their task was difficult in that they had to attempt a compromise between the criteria for curriculum development and the external constraints (short time available, school timetables, teachers' qualifications, lack of a satisfactory didactic theory).

As a first step, the addressees--including the teachers--were defined as clearly as possible. The final grades of the Ordinary High Schools and Technical High Schools as well as the corresponding grades of the Vocational Training Schools were chosen, particularly because it was felt that those students should be better prepared for entering the working environment. The program was not geared to a specific type of school, since everybody is confronted with the same social problems within a given time and society. This is why an artificial division according to school-types would not have been justified.

The second step was to compile a synopsis of the directives for the curricula of the participating states with regard to themes, phenomena, and problems required to be taught. The integration of the multi-media Social Studies Project in the organization of our school system must be guaranteed if it is not to fail--as has happened in the case of many other teaching programs. Furthermore, the project group developed its own didactic theory for the program. Due to lack of space this will now be described in a somewhat concentrated form. The content of paragraphs 3.2 to 3.7 may therefore be somewhat difficult for those readers who have not been in a position to follow closely the recent discussions on didactic theory in social studies in West Germany. The understanding of the following paragraphs is, however, important for a critical evaluation of the Educational TV Project in Social Studies and of its results.

3.2. Characteristic Features of the Social Studies Project

In order to facilitate the understanding of the rather complicated didactic theory, the seven characteristic features of this project, which will be described in more detail later, are here briefly surveyed.

1. The first characteristic of this project is that a consequential, subject-specific, learner-oriented didactic approach was chosen. This approach gives greater weight to the educational objectives, which is in contrast to many social studies programs imitating or adapting, more or less transparently, the structure of the relevant disciplines. This approach has various peculiarities, especially in relation to the relevant academic disciplines. The functional objectives (see 3.2.1.6) constitute the primary criteria for choosing material from the academic disciplines.
2. A second characteristic is the integration of the academic disciplines involved through the choice of

complex phenomena or problem areas. (An approach which would be recognized by academic theorists as strictly interdisciplinary was not and is not, in the author's opinion, possible).

3. The interaction of phenomena and key concepts is the third characteristic.

4. New in the theoretical discussion is the identification of existential concerns (so-called zentrale Betroffenheiten), a term which comes originally from the postwar West German theological discussion.

5. A fifth characteristic is the use of didactic categories as criteria and heuristic instruments for choice of material and structurization, not only by the program planner, but also by the co-operating teachers.

6. The sixth characteristic is the obligatory nature of the didactic instruments as a whole, combined with the freedom of the teacher in the classroom to make an individual choice of topics for close attention, and taking into account the interests and needs of his pupils to give certain didactic categories more or less emphasis or to leave them out altogether.

7. The final characteristic is the redundancy of all teaching content, particularly in the written material, in order to offer the teacher opportunities for differentiation and to enable him to make his own pedagogic decisions within the program, even though it was centrally developed.

3.2.1. As far as is possible in the present state of the discussion on didactics, the Social Studies Project uses a consequential, subject-specific didactic theory.

3.2.1.1. By subject-specific didactic theory we understand:

1. the question of objectives, content, and educational aims of the Social Studies Project for those particular addressees; this question implies categories of aims, selection, and relative importance and finds concrete expression in the ensemble of didactic instruments and the teaching objectives that are derived from them;

2. the question of the media-didactic structure (a specific concern of a multi-media system), in particular the didactic-methodic functions of the media involved and their didactic interdependence; distribution of various teaching functions among the available media, as described under 2.

3.2.1.2. Academic disciplines--such as sociology, political science, economics, and law--are only included in so far as they make relevant contributions to the subject-specific didactic approach. This means that those disciplines are not taught for their own sakes, but that they have supporting functions in this context. On the other hand, they represent a necessary corrective--in the sense of academically oriented teaching--to the attempts of didactics to structurize according to its own principles.

3.2.1.3. The above-mentioned relationship between didactic approach and the academic disciplines and a series of neighboring disciplines in the Educational TV Project needs further clarification.

3.2.1.3.1. The didactics of Social Studies is related to politics, sociology, economics, and law in so far as it expects from them analytic instruments, categories, methods, and results which are needed for a rational analysis of social and sociopolitical phenomena.

3.2.1.3.2. In the Educational TV Project in Social Studies there is a characteristic relation between sociology and politics which is not without tension:

Beginning in the first unit (role-playing and group behavior) sociological categories are systematically taught; in the following units (in particular: social and political grouping) they are extended and applied to more complex phenomena.

The justification for this sociological focus of the project, as this has occasionally been called by its critics, is as follows:

1. elementary sociological concepts are quite easily grasped by pupils, since they can be demonstrated from their own experience (groups, group behavior, role formation, etc.);
2. teacher training is more and more characterized by a theory of education which is understood as a social science discipline (e.g. acceptance of the role-concept, the advance of the empirical-analytical method, consideration of the school as a social system, etc.);
3. the approach through sociology promises to make the specifically political phenomena more easily understandable for pupils (e.g. viewing states and their relationships to one another as large groups, with the aid of sociological categories).

3.2.1.3.3. On the other hand, <u>political science keeps its centralizing function</u> in the interaction of the various disciplines and thus makes possible the differentiation of Political Studies as a subject from, for instance, Labor Studies (introduction into economics and conditions of the working environment).

3.2.1.3.4. The Educational TV Project in Social Studies attempts to integrate insights from neighboring disciplines, as for example from the theory of education, psychology, anthropology, and certain special branches of sociology:

1. the educational aims and norms desirable for contemporary society are taken into consideration in the <u>initial decisions on content</u> of the course (aiming at wide-ranging political emancipation and freedom of choice for the citizen) and in more <u>formal functional aims</u> (they are explained in 3.2.1.6.);
2. the motivation potential and the readiness of the pupil to take an interest in political affairs are to be exploited deliberately; <u>existential concerns</u> are formulated and the chosen content is structured by use of didactic key categories (the existential concerns and those categories will be given in full below);
3. analysis of objectives and consideration of the insights of learning psychology, educational technology, and media research influence the structuring of the whole framework of the project and also the individual units (statement of teaching objectives, build-up of the units according to

clearly recognizable learning steps, cognitive structuring of the texts, systematic character of the whole project, etc.);

4. identification of phenomena characteristic of today's society and, at an elementary level, the qualifications needed to master them.

3.2.1.4. Subject-specific didactics and the major neighboring disciplines must be seen in their relationship to the social and political institutions of the states which relate to one another, exert influence, and which carry responsibility.

Thus, in the constitution of the Federal Republic of Germany the independence of the Federal States in matters of education is guaranteed and with it the responsibility of each state for overseeing the schools. From this proceed the rights and duties of the state departments of education to approve curricula and to send out directives for the production of curricula as well as study and examination regulations. But this right of the state to oversee the schools cannot mean that academic studies must be subordinated to it altogether. This is rather a matter of fighting over conflicts when necessary and working out a consensus, if the demands for academically or[illegible]ed teaching are to remain meaningful. In the development of the [illegible]cial Studies Project this potentially conflict-promoting relationship was taken into consideration in the make-up and distribution of responsibility among the various planning committees--without infringements on the above-mentioned political responsibility of the state education departments.

3.2.1.5. The influence exerted by subject-specific didactics, by relevant academic disciplines, neighboring fields as well as by certain sociopolitical forces are represented in a didactic matrix which also meets the demands of curriculum theory. A didactic matrix is a heuristic instrument for structurizing and integrating that which makes clear the whole framework of the project. This is being achieved by bringing in the results of the relevant academic disciplines and the influences of the social and political groupings, showing the relative status and importance of the individual phenomenon within each unit from the didactic aspect, and trying to make clear at each point of the whole project the value of the major didactic interests and decisions. Extracts from the didactic matrix, which is known to all teachers cooperating under this project through the teacher's manual, are given at the end of this paper.

A didactic matrix certainly does not allow a clear-cut stringent deduction of certain teaching objectives according to certain criteria, nor does it allow us to choose, reject, or modify certain phenomena. To expect that would be to misunderstand the possibilities of the matrix --a false expectation which often arises.

But when one has decided on a certain phenomenon in order to achieve a certain aim--whatever the reasons may be--the didactic matrix can assist the users, i.e. the program producers and the teachers. They are then able to discover possibilities for the pedagogic structuring

and weighting of the phenomena, and to develop their creativity in the teaching analysis. The teaching objectives, once identified, are binding.

The phenomena are interchangeable, i.e. the same teaching objectives can be reached through the use of various contents. However, the teaching objectives are also influenced by the contents, so that the condition just mentioned must be relativized. The relationship between teaching objectives and contents is extremely complex and is to be understood as one of constant interaction. Research has not yet investigated this problem fully.

3.2.1.6. Before the matrix could be produced the formal functional objectives of political education had to be determined. The functional objectives are aims not gained by a cogent deductive process, but are the result of common consensus. They are compatible with the constitution and come to terms with the major political currents in our society, representing the pedagogical answer to certain sociopolitical challenges. They are based also on a certain consensus of opinion among experts in the field of political education, and they are largely formal in nature with regard to the plurality of academic theory and method.

The following functional objectives of political education form the basis of the subject-specific didactic approach specially developed for this multi-media system:

1. to teach helpful categories and basic insights from politics, sociology, economics, and jurisprudence, which should enable the pupils to behave rationally with regard to the phenomena and problems which are vital for society as a whole and for himself as an individual, to realize what his own role and position in society is, and at least to begin to reflect critically on this;
2. the capacity to grasp, at least in an elementary fashion, the complicated interrelationships and the growing interdependencies of all spheres of life, all social strata, nations and states, with the help of a few central phenomena from contemporary life which have key functions, and also to transfer the insights so gained to other phenomena;
3. to encourage the individual to opt for the greatest possible freedom and choice of alternatives (an option which should be strengthened with rational means by the work in political education); this option should be free as far as possible from repression and force and at the same time should take a realistic view of the tendencies and possibilities of manipulation, finding its limits in the civic liberties and alternatives of other people and in the interests of society as a whole;
4. the attitude of critical loyalty to the democratic state and its institutions in a society which is to be made more democratic, whereby each citizen must know that even the most democratic state and the most democratic society are always in a state of imperfection; they cannot be improved by a revolution using force, but they compel us to critical vigilance in the face of any misuse of power and to the control, on principle, of any manifestation of power;

5. the readiness to involve oneself personally in politics and society and to master the necessary techniques, patterns of action, and rules necessary for such involvement.

These formal functional objectives do not allow any definite deduction of the content objectives. They are rather a heuristic instrument in the hands of those who work with the project, serving as a constant aid to control their work and to evaluate the most important viewpoints in the determination of the teaching objectives for the individual units.

These functional objectives are even more important for the teachers cooperating under this project: From the matrix they can see which functional objectives the program developers mainly had in mind. Already in the matrix they have the choice between several functional aims from which they can choose particular ones as the basis for their teaching. It is possible that they may decide on one of the other functional aims, even those which are not so strongly recommended, if they want to place a different emphasis on their teaching. Particularly for social studies it would be fatal if a central authority were to make everything compulsory for teachers and students--from global educational goals right down to detailed objectives. It seemed more important in the planning of this project to develop a flexible instrument which would offer the teacher useful aids for the evaluation of classroom teaching which is his prerogative.

3.2.2. Next to the consequential, subject-specific didactic approach the integration of the relevant academic disciplines is the second characteristic of the Social Studies Project.

As already mentioned, we must reject an approach which would introduce the four academic subjects in a watered-down form into the schools, following their respective subject structures. Therefore, the first question is not: What do sociology, political science, economics, and law consist of, and what can be cut out for school purposes? The question must be this: Which scientific categories or methods are necessary for dealing with certain social phenomena, chosen for pedagogic reasons, with adequate rational and linguistic tools?

According to these criteria a minimum catalogue of scientific subject categories was compiled by experts in the four subjects, who thereby made a specific contribution from their various disciplines to the mastering of a complex theme.

3.2.3. The interaction of phenomena and concepts is the third characteristic of this project.

3.2.3.1. Phenomena are here defined as central problem areas in our society, which are often extremely controversial and therefore become conflict areas in which specific changes, dangers, challenges, and opportunities of our time and of our society are represented. "Adolescence" or "Trades and Professions" for instance would not be understood as such phenomena. Typical phenomena chosen for this Educational TV

Project are, for example, disregard of social norms by young adults (drug-taking,etc.), many forms of adolescent protest, structural changes in traditional trades and professions, or the trend from trade or profession to a mere job--processes which often occur without those concerned consciously realizing them, but which nevertheless engender feelings of crisis.

3.2.3.2. Such problems can develop quite suddenly in our time, others lose their significance just as suddenly. For this reason the phenomena can always be replaced by others, whereas the learning objectives remain the same. The objectives of the Social Studies Project are achieved when teacher and pupil

1. are stimulated to occupy themselves critically and intensively with such central phenomena and are able to transfer the insights gained, and when they
2. have at their disposal, through working on these problems, analytic tools which enable them to transfer their knowledge to working with similarly structured phenomena.

3.2.3.3. The analytic tools just mentioned are the key concepts (of the scientific disciplines) discussed before. Key concepts are instruments of analysis which can be inferred from the relevant academic system and which take their definition only from that system. Since key concepts are by definition invented and not discovered by the experts, they are, strictly speaking, only valid and unequivocal within the system of the subject in question, or even only within the terminology of a particular research worker.

Therefore, for this project only those concepts were chosen which were defined in overall agreement by the experts in the field. The concepts mentioned here must not be confused with the didactic categories which will be discussed later.

3.2.3.4. The significance of the key concepts lies on two levels:

1. they make possible an adequate semantic and logical handling of the phenomena to be covered; this guards against a merely emotional or pseudo-rational point of view and facilitates communication with others;
2. they make possible through transfer the application of knowledge to other phenomena and are therefore in fact a prerequisite of rational behavior with regard to sociopolitical problems.

3.2.4. The existential concerns are the fourth characteristic of this project. In contrast to the key concepts, we understand these as categories of subjective experience which are recognized by the present generation as being vitally important and thus having a sort of objective quality. When used in this project they are not meant as motivational tricks to entice the pupil to learn. On the contrary, the phenomena--chosen according to certain criteria of which these existential concerns is only one, and determined in their presentation and structure by these--should help achieve and maintain a willingness to

learn, a serious consideration of the social trends which are widely felt to be of critical importance, and a growing disposition to show solidarity in action.

3.2.4.1. Functional objectives and existential concerns taken together form the counterweight to the academic disciplines and their concepts, acting as a corrective to these where necessary. They should be consulted again and again, not only by those responsible for the development or revision of the Educational TV Project, but also by the teachers cooperating in the experiment when planning or carrying out their classroom teaching.

3.2.4.2. The occasional complaint that the existential concerns would be freely interchangeable among the various teaching units is not valid. Naturally, complex phenomena have many aspects which are all interdependent. This is true also of the existential concerns. Here it is a matter of concentrating attention on certain key issues which are of interest to the pupils, to the teacher responsible for the class, and to the task of structuring the teaching of the phenomena according to those key issues. The matrix therefore mostly gives several existential concerns from which the most suitable category can be chosen in each individual case.

3.2.4.3. The following five existential concerns are basic to the curriculum of the Educational TV Project:

1. changes in experiences which are determining factors in the life of every individual in all central areas of human experience;
2. information deficits caused by growing opacity of structures and increasing world-wide interdependence;
3. the experience of growing up demands for decision-making set against diminishing competence to decide;
4. the experience of manipulation, which is encouraged by world-wide interdependence and an anonymous technocracy, and the simultaneous growth of material opportunities and personal freedom, at least in the highly industrialized countries;
5. the experience of angst, aggression, frustration, and the desire for fulfillment, the search for significance in life, desires which are often not fulfilled.

These five existential concerns, to which one could of course add more (e.g. human needs), can each be seen as a polarization of dangers and opportunities.

3.2.5. The didactic categories are the fifth characteristic of the project.[8] Together with the functional aims and the existential concerns these didactic concepts form the set of didactic tools intended for program-designers and teachers. The didactic concepts should therefore be consulted frequently by the teacher when preparing his lessons as part of the project.

3.2.5.1. Following Bloom's "Taxonomy of Educational Objectives," the didactic concepts can be categorized as belonging to the cognitive, affective, and psychomotoric domains. We can define them as follows:

1. In the cognitive domain there are the following didactic categories ("cognitive" involves the recall of specifics, universals, methods, processes, knowledge, the process of relating, development of intellectual abilities and skills such as comprehension, translation, interpretation, application, etc.):

1.1 Dangers and Opportunities

a) Starvation corresponds to the opportunity of the fulfillment of needs.

b) Oppression corresponds to the opportunity of autonomy.

c) Destruction corresponds to the opportunity of a more and more humane solution of political and social conflicts.

1.2 For these dangers and opportunities three major phenomena are characteristic in our time:

a) A world-wide interdependence of all political, social, and economic processes which demands cooperation but augments the danger of one-sided dependency.

b) Technological mass-production, by means of which the systems of agrarian ages (privation, economizing, behavior patterns of the artisans' society) have been partially invalidated, but not without catastrophic consequences for the human environment and the earth's reserves of raw materials and energy resources.

c) The development of weapons capable of mass destruction, which no longer allow governments and states to carry their political and social differences to the final consequence; they contain challenges for political action which show that the future can be either controlled or destroyed.

1.3 For all political decisions in our time one can formulate three key questions:

a) How much should, must, or may be planned and regulated by society and the state; how much should, must, or may be left to individual initiatives?

b) Which institutions exist already and which must be created to control planning and implementation? In other words, who should get how much from whom?

c) Which means should, must, or may be used to achieve this end?

2. The didactic concepts of the affective domain can be expressed in terms of three basic options (by "affective domain" we understand interests, attitudes, development of value patterns, options for certain values).

2.1 The option for the inviolability of human dignity.

2.2 The option for creating conditions for the development of human dignity for all.

2.3 The option for the necessity to create and maintain room for alternatives.

3. The following didactic concepts fall into the category of the psychomotoric domain (we mean here motoric and manual skills--for instance, working techniques and qualifications; this field has not yet been the subject of research; in spite of this it belongs to the most important fields in teaching and learning). A clear-cut separation from the cognitive or affective domains is neither intended nor possible. Psychomotoric features are:

3.1 the ability to argue for and against a case through the command of relevant techniques (e.g. discussion techniques, certain rhetorical skills, etc.);

3.2 the ability to interpret texts analytically and critically through the command of relevant techniques (use of catalogues, documentation, subject-oriented literature--in short, the ability to learn how to learn);

3.3 the ability to anticipate consequences and alternatives for individuals, for groups and for the society as a whole (e.g. through the command of appropriate patterns of group behavior, by a use of the mass media adequate to the question at hand).

3.2.5.2. Why are didactic categories a major concern to many didactic experts? Generally speaking, this is a matter of determining, with the aid of didactic categories, the educational core of each particular learning-content. It is only from this that both content and method of teaching gain their actual pedagogical value.

3.2.5.3. In the discussion of the didactics of political education the following didactic categories have been developed:

1. existential categories;
2. political-dialectic categories;
3. value categories (options).

All these are being considered in the approach to the Educational TV Project; however, at least according to our experiences to date, they have not sufficiently penetrated the awareness of the teachers concerned in the project, nor have they been fully understood.

In the detailed explanation of the didactic categories described in the methodic-didactic approach in the teacher's manual, which mainly follows Wolfgang Hilligen, three conceptual categories are clearly identifiable:

1. Existential Concepts

   "dangers and opportunities," including concomitant trends towards interdependence; mass-production and means of mass destruction; the dangers of oppression, famine, destruction, pollution of the environment, and shortage of raw materials and energy which they cause;

2. Political-Dialectic Concepts

   these are the consequences of challenges in the field of politics, initially caused by the existential concepts and accompanied by their categories comprising the whole (e.g. society and the autonomy of the elements of freedom and equality as well as distributive and compensatory justice);

3. Value Concepts (Options)

   what is important here are decisions in favor of human dignity, recognition of the necessity and usefulness of conflicts, but also of a minimum consensus about rule-governed forms of political conflict and the existence of common interests within a community and between communities.

What counts in the preparation and realization of teaching situations is to structurize the teaching and learning objectives, the phenomena to be treated (learning content), and the learning steps of each unit from the point of view of these didactic categories. On this basis the points of major interest and the selection for specific teachers and specific purposes must be determined.

3.2.6. The obligatory character of the didactic instruments as a whole, combined with tolerating the free operation of the individual didactic categories, is the sixth feature of the Educational TV Project.

3.2.6.1. The problem of deduction in the context of teaching and learning objectives has not yet been solved in curriculum theory. What is meant here, for instance, is the attempt to establish a rational deductive link between general aims based on agreement (e.g. "the emancipated citizen"), formal functional objectives (e.g. "attitude of critical loyalty to the democratic state and its institutions in a democratic society"), and operationalized learning objectives of the individual study unit (e.g. "The pupil should be able to show by use of examples that the traditional ideas of authority as well as the maintenance of a hierarchical-bureaucratic organization make it difficult for the school to practice and test the necessary democratic patterns of behavior"). The final operationalized objectives of the study unit could indeed be substituted by other objectives on the same level of abstraction.

A similar conclusion applies to attempts to derive didactic categories from the functional objectives, or to deduce an absolutely stringent teaching structure from the didactic categories.

3.2.6.2. If we are unable to make any deductions, this does not mean that the teaching and learning objectives or the didactic instruments are of no value. Their main function as structurizing instruments is at the disposal of the teacher, so that he sees for himself the didactic horizons and perspectives in his teaching when giving his pupils insight into them. Those objectives also allow him to offset the effects of teaching which might have gone over the heads of the pupils, especially if his approach was based only on the academic disciplines. The didactic instruments have therefore largely heuristic value. The individual didactic categories cannot themselves be obligatory. What should be obligatory for the cooperating teacher is the permanent didactic analysis when working on this project. The latter will prevent his teaching from deteriorating into no more than a disoriented lumping together of contents or into an amateurish playing with sociology, political science, etc.

The didactic instruments are there to give the teacher ideas and assistance in making his didactic analysis within the framework of the whole project, but on no account should that framework destroy the individual didactic creativity of the teacher.

3.2.7. The redundancy of material, particularly of the written material, is the seventh characteristic of the project--something which has often been misinterpreted as compulsory harrassment.

3.2.7.1. Right from the beginning the redundancy of material was intended to give the teacher as much freedom as possible as a corrective to both objectivized teaching and centralized curriculum development. Whereas the teaching and learning objectives themselves are of course not redundant, certain justifiable exceptions to this rule are possible. But it is also true of the teaching and learning objectives that they can be altered--depending on the individual teacher and grade and with respect to sequence and relative importance. In other words, any one of the teaching and learning objectives can be treated in depth, as an example, or only briefly--but always at the discretion of the teacher.

The redundancy of material is also to provide opportunities for differentiation. Here the formative evaluation has shown that the suggested method is not the optimal one. One way to avoid this problem would be to emphasize central areas in the blocks and individual units and to present these graphically.

4. Survey of Selected Phenomena

To begin with, 37 teaching units were planned. However, only 25 of those were produced, since this was the greatest number which could be managed by teachers and pupils during one school year. The actual units of the 1974-75 session are taken as a basis for the following list.

Block I - Roles and Group Behavior
Teaching Unit 1: Group, Group Behavior
2: The Small Group - The Family
3: School and Society
4: Role Playing, Role Conflicts
5: Group Conflicts

Block II - Membership in Social Groups
Teaching Unit 6: The Woman's Social Position
7: Choosing a Career
8: Social Mobility
9: Social Classes
10: The Social Security System and its Unsolved Problems

Block III - Membership in Political Groups
11: Public Opinionmaking
12: Federalism
13: Constitutional State
14: Political Parties, Associations, and Unions
15: Structural Policy--a Challenge (e.g. Educational System, Traffic Policy, Health Policy, etc.) for the Whole Society.

Block IV - Socioeconomic Behavior

16: Economic Decisions

17: Socially-Oriented Free Market Economy (Soziale Marktwirtschaft in West Germany)

18: Planned Economy in a Socialist State (Sozialistische Zentralverwaltungswirtschaft in East Germany)

19: Technological Progress and Automation

20: Problems of Today's Economy (Codetermination)

Block V - Political Behavior of Groups - Planning for Peace

21: Political Ideologies

22: Political Power Systems

23: Aid to the Third World

24: Armaments Stalemate

25: Peace Politics

5. Extracts from the Didactic Matrix:

Block I - Roles and Group Behavior

Teaching Unit 1: Group, Group Behavior

Existential Concerns: (see 3.2.4.)

No. 1: Changes in experiences which are determining factors in the life of the individual in all central areas of human experience.

No. 3: The experience of growing demands for decision-making set against diminishing competence to decide.

Didactic Categories: (see 3.2.5.)

1.1 c) Destruction corresponds to the opportunity of an increasingly humane solution of political and social conflicts.

2.3 The option of recognizing the necessity to create and maintain room for alternatives.

3.3 The ability to anticipate consequences and alternatives for individuals, groups, and for the society as a whole, e.g. through the command of appropriate patterns of group behavior, by a use of the mass media adequate to the question at hand.

Themes or Parts of Phenomena:

Groups with or without a formal structure, acquisition of behavior, variety of groups, and status of the individual.

Key concepts which are the primary concern of the teaching unit.

Group (formal/informal, small/large); role (acquired/allotted); status; group norms.

Teaching and Learning Objectives:

1. The pupil should be able to identify a group as a number of persons who
   - play different roles

- know the patterns and rules of behavior
- have a feeling of belonging together, are part of a "we"-identity.
- follow common ideas and aims.

2. The pupil should be able to differentiate between small and large, formal and informal groups.

3. The pupil should be able to define a role as the sum of the patterns and expectations of behavior which are associated with a position within the group or which the actor of this role can expect in his social environment.

   He should be able to differentiate between acquired roles and allotted roles.

4. The pupil should be able to show that the behavior of people within a group is usually influenced and controlled by mutual expectations, which are determined by the position of the individual in the group and his social background.

   He should be able to give the characteristics of a typical instance of role-behavior using representations of selected situations.

Block II - Membership in Social Groups

Teaching Unit 7: Choosing a Job

Existential Concerns: (see 3.2.4.)

No. 2: Information deficits caused by growing opacity of structures and increasing world-wide interdependence

No. 5: The experience of angst, aggression, frustration and the desire for fulfillment, the search for significance in life.

Didactic Categories: (see 3.2.5.)

1.1 a) Starvation corresponds to the opportunity of fulfillment of needs.

1.2 b) Technical mass-production, by means of which the systems of agrarian ages (privation, economizing, behavior patterns of the artisans' society) have been partially invalidated, but not without catastrophic consequences for the human environment and the earth's reserves of raw materials and energy resources.

1.3 a-c) The three key questions for all political decisions. (see 3.2.5.1.)

2.3 The option for the necessity to create and maintain room for alternatives.

3.1 The ability to argue for and against a case through the command of relevant techniques (e.g. discussion techniques, certain rhetorical skills, etc.)

Themes or Parts of Phenomena:

"Job" or trade/profession? Choice of career = choice for life? Where to get information and help? Careers and education.

Key concepts which are the primary concern of the teaching unit.

Career, career role; career guidance; further education; basic right of career choice.

Teaching and Learning Objectives:

1. The pupil should be able to identify free career alternatives according to personal wishes and inclinations as an opportunity, an opportunity which includes the basic freedom of career choice.
2. The pupil should be able to name economic, social, and individual factors which impede career decisions:
   economic factors: e.g. multiplicity of careers, economic climate, state of employment market, career trends;
   social factors: e.g. division of family/social environment, change in conception of careers in industrial societies, dependency of education for a career and desire to follow a certain career from membership of a certain social class;
   individual factors: e.g. uncertainty about personal inclination, suitability and capability.
3. The pupil should be able to list the stages of career counseling, its resources and institutions, and to make use of it for his own provisional choice of a career.

These are the elements which are clearly set out on the didactic matrix.

The teacher's manual first of all gives an introduction to the major phenomenon of each block. For each teaching unit the teacher then finds an introduction to content with a bibliography, didactic hints with reference to the didactic framework, teaching and learning objectives, and suggestions for lesson planning.

The student's manual first of all gives the content of the TV program. He then follows working tests on each phase of the program with suggestions for exercises and study-tasks. Finally, there is a summary of the most important results of the unit and a glossary.

The formative evaluation has shown that teachers and pupils were in the main satisfied with the multi-media system, the presentation of the programs, and the layout of the accompanying written material. On the whole the project proved to be more effective than comparable conventional teaching.

6. Educational Technology and Changes in the Role of the Teacher

In the past decade changes have taken place in the role of the teacher; in fact, his role is now much more differentiated. For example, some teaching activities have become independent, although the chief role of the teacher as an expert in learning and education has been asserted at the same time (and that means he no longer sees himself primarily as a small-scale, often frustrated subject specialist). These changes are paralleled by changes in the media. Instead of having merely enrichment functions, the media now are transmitters and carriers of certain didactic functions which can be specifically incorporated into teaching and learning systems. Only if teachers avoid being drawn into competition with the media (where they would be losers in most

cases) by assuming their chief role in their capacity as conveyors of information, only then can the interaction of personal and nonpersonal media (TV, etc.) function. Above all it belongs to the role of the teacher to be able to build up and reinforce cognitive structures in his teaching, and to convey to his pupils meaningful implications of a frequently changing substantive educational content. Those implications must be made meaningful for the present and future life of the pupil, threatening--or conducive to--his well-being as an individual or as a member of a social group. Further functions of the teacher in his chief role are to encourage the individual pupil, to help him solve certain difficulties, to advise him, to diagnose defects in his development, and to use appropriate means of assessment.

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8. The didactic-methodical approach chosen for the Educational TV Project in Social Studies owes decisive stimulation and encouragement to Wolfgang Hilligen, especially in the area of didactic categories.

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